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**Teaching English for Tourism Purposes  
at the Higher School of Hotel and Catering, Oran**

A dissertation submitted in partial fulfilment of the requirements  
for the Master Degree in “*Language and Communication*”

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## Dedication

*I dedicate this work to the soul of my mother,  
may Allah bless her soul and grant her Jannah,  
to all my family members, my father, my beloved brothers,  
to all my teachers and colleagues,  
and to anyone who read this work.*

## **Acknowledgements**

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## Abstract

Tourism has always an important sector in the development of any country's economy. Educating the nation about the necessity of improving this sector always copes with the key factors that lead to development. The English language has recently been the lingua franca by which all individuals and institutions in the sector of tourism worldwide started using it and teaching the coming generations through it (English for Specific Purposes). The present research focuses on teaching English for Tourism Purposes (ETP) in Algeria. Particularly, it attempts to check how ETP is taught at the Higher School of Hotel and Catering in Oran. For that, the instrument of investigation has been a questionnaire designed for thirty students at the aforementioned school. The findings revealed that students are not involved as they should in the courses and the courses do not depend on authentic tasks in teaching reading and writing. Such results serve as a main guide for evaluating and redesigning the current courses presented to ETP students

**Keywords:** English for Tourism, the Higher School of Hotel and Catering, Algeria, ESP.

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## **General Introduction**

In the global era, playing its multifarious roles, English has been reasserting its 'World Language' status which no other language as yet could command. Some of the important roles played by English is the ever-growing relevance and importance of English in multiple contexts especially for communication. Good working knowledge of English signals a much brighter future and ensures easy mobility and improves communication skills for travellers, tourists, and for all those engaged in hospitality industry.

The tourism sector is an important part of the country's economy. Tourism workers (tourism organizations, travel agencies, Hotels and other accommodation facilities) must be fully prepared to fulfill all kinds of requests from their clients. This is the main reason why communication in tourism is more sensitive than other branches (Blažević & Blažević 2007) and there is no alternative to knowing different languages, because that requires more time and energy to build a multilingual staff, while what the agencies can build an English-speaking staff with a wide cultural awareness and openness.

As Algeria is developing the sector of tourism, some branches are implemented in professional training courses, and some other higher schools of hotels and caterings started to offer teaching relevant touristic courses using English. For that, the researcher was motivated to look at one of these higher schools and investigate how the English for Tourism courses are taught. The Higher School of Hotel and Catering in Oran was the target setting for the present study.

The present dissertation aims at checking how English for Tourism Purposes (ETP) is taught at the Higher School of Hotel and Catering, Oran. It also attempts to reveal whether

the use of English will improve tourism students' language skills and proficiency. For that the following questions have been raised:

- How is ETP taught at the Higher School of Hotel and Catering- Oran?
- To what extent can the use of English language improve tourism students' proficiency and help them to develop their level to reach the international tourism?

It is hypothesized that ETP is adopted from an international program of teaching English for Tourism courses based on students' needs analysis. It is also hypothesized that good competences of English language represent the basis for helping the students enhancing their level in the international tourism field.

The researcher used the questionnaire as a research instrument. The sample consists of thirty students who participate to identify the efficacy and the importance of ETP for the learners. The questionnaire consists of general information questions, close-ended and open-ended questions. The analysis of data is approached quantitatively and qualitatively.

The present dissertation consists of three chapters. The first one deals with theoretical frameworks where English for international tourism is presented with other relevant concepts. The second chapter describes the research design and provides the data analysis. The last chapter presents the major findings with discussions.

# **CHAPTER ONE**

## **THEORETICAL FRAMEWORK**

## **Introduction**

This chapter aims to present the major theoretical frameworks about tourism, English as an international language, English for tourism and related notions. The chapter focuses on studying tourism through English language. It includes English for Tourism Purposes (ETP) presentation and it is followed by its importance. The chapter ends with a brief overview on tourism in Algeria.

### **1. English for Specific Purposes**

English language has become a lingua franca in the last few decades. It has been the global language of contact and a means of communication between international entities and communities. For academic, commercial, professional and even personal goals, people and institutions have devoted time and money to learn English as a second/foreign language. As a subset of the latter, English for Specific Purposes (ESP) is nowadays taught to university students and employees with reference to particular skills and vocabulary they need in their academic (field of study) or professional career.

English for Specific Purposes (ESP) was introduced as a new technical area in the 1960s, improved throughout the 1970s and 1980s. It testified the unification of the movement on language skills and the expansion of research, then ESP became the most active branch of applied linguistics in general and of teaching English as a foreign language (TEFL) in particular, some linguists considered ESP as an approach and others as a discipline. An approach means that it is used as a tool through teaching specific courses for English students. A discipline means that it is a subset under the umbrella of language studies and has its own basis, approaches and practices.

According to the pioneer writers on ESP, Hutchinson and Waters (1987), it is an approach rather than a product. This means that the key to learning English became the

core, in addition to Steven's (1988) definition who makes a distinction between the absolute characteristics (language teaching is designed to meet specific needs of the learner ) and variable characteristics( ESP may be restricted to the language skills to be learned).

Moreover, Mohan (1986) said that "ESP is the area of English language teaching which focuses on preparing learners for chosen communicative environments" this denotes that learners, language request and the learning context establish the primary need in ESP. As for Robinson (1991), it is defined as:

ESP is based on two important norms: the first one is that English for specific purposes is a "goal-directed" and the second is that ESP courses should cover a specific medium of English, moreover it is limited by a specific time period for a reason it is guided directly to adults. (p 3)

Therefore, all definitions from 1986 to 2006 share the same description of ESP as teaching specific content and skills of English to a specific group of learners no need to mention all of them.

Among the most common ESP sub-domains is English for Tourism Purposes (ETP). Indeed, there is a strong relationship between language for communication and tourism industry, the combination between the two urged the improvement of ETP in order to frame experts, workers and agents in the sectors of tourism and hospitality worldwide. Like first world countries, developing governments adopted and integrated ETP syllabi in their state and private education sectors.

## **2. English for International Tourism**

The tourism sector is an important part of the economy. Tourism employees (tourism organisations, travel agencies, hotels and other accommodation establishments) must be fully

prepared to respond to all kinds of requests made by their clients. This is the main reason why communication in tourism is more sensitive than in other sectors (Blažević & Blažević 2007) and the knowledge of different languages has not alternative. At the Faculty of Science (University of Novi Sad, Serbia), students in tourism and hotel management, including gastronomy and hunting modules, study English as a compulsory course in their first and second year. Second year of undergraduate studies and one senior elective course, from CEFR level A1 to B2. Students also to study German as a compulsory subject in the third year of undergraduate studies. In fourth grade, they can choose an English elective subject Communication skill – as well as a third foreign language – Spanish or French. In the first year of a Master's degree, they have one semester compulsory course in Business English B2. second year of undergraduate studies and one senior elective course in business English.

English, the lingua franca, is the universal language of travel. In order to improve the use of the specific travel terminology of students, teachers need to develop the English course with a focus on career orientation. English for international tourism pre-intermediate students' book offers a finely tuned overview in English for travel. The English Language for Tourism Services contains educational materials to improve appropriate speaking competencies for employees working in a variety of areas of the tourism industry such as hotels, accommodation facilities, information centers, tourist attractions and public transportation services. In addition, employees work as guides, guards, tour managers, travel consultants, resort workers, and other tourism-related industrial services.

Given that English has already been established as the major influence, they expect this to be particularly evident in the in the field of international travel. Road signs, airport announcements, brochures, restaurant menus, window signs, various safety and security instructions, and a variety of other credit card facilities are particularly often in English or have a parallel. English version.

The existence of a universal language was a logical consequence. The last two centuries of rapid change, especially the years after World War II, were very rewarding for the English language to achieve a global position (19th century British industrialization, the developing American economy of the twentieth century). A language cannot live on its own without the people who use it. Building and developing a single language requires several factors: military power, economic growth, and the development of science and technology. Along with the rapid development of communication, marketing and advertising technologies, the global impact of one language is unequivocal. The language behind all of these is English. At present it is no longer associated with the countries that make up the standard origin of the English language (for example, the United States of America, the United Kingdom and Ireland), it is an international language in the global sense. English is no longer a privilege for its native speakers: More it is “owned” by a global community across all continents. This not only affected the economic and political aspect of human society, but also the educational aspect – the English language “made the transition from foreign language to basic skills” (Graddol, 2006). This is evident in the fact that many non-native English speakers are called « know » or « speak » English, regardless of their level of proficiency or proficiency. All this affects the process of teaching and learning English as a foreign language and should be incorporated into the curricula of English as a foreign language.

Several research showed the importance of English as a global language in the professional context of the tourism industry in two main urban, tourist destinations in Serbia, Novi Sad and Belgrade. Furthermore, it includes English as a Global Language in the Tourism Industry 4 more analysis of the language functions in the tourism context, in particular the needs analysis of speaking skill tasks. The study is based on a questionnaire distributed to the tourism staff in Novi Sad and Belgrade. There is also a brief comparison of the outcome of this study with another study of needs analysis conducted among tourism

students a few years ago, which fulfilled their expectations regarding the use of the English language in a professional context. English becomes the most commonly used language.

## **2.1 English for International Tourism Course**

English for International Tourism is a language course intended to provide food for students reading for professional capabilities in the movement exchange and for working experts undertaking in-administration language preparing. The course manages the language of the travel industry from an insider's word related point of view as opposed to of the individual voyager. In any case, neither educator nor understudy needs direct information on the business since, it isn't specialized or over-represented considerable authority in nature.

Carries the working scene into the study hall with a wide scope of bona fide materials taken from sources including the acclaimed Dorling Kindersley Eyewitness Travel Guides

Carries the working scene into the study hall with bona fide material from organizations inside the travel industry

Improves proficient relational abilities with techniques for working environment circumstances, for example, offering guidance, taking appointments, managing objections

Creates key language structure, abilities, jargon and articulation through the thorough coordinated schedule

Viable English language and relational aptitudes are currently a basic activity necessity in the lodging and the travel industry businesses. In a worldwide workplace where representatives are in steady contact with one another and the general population, the capacity to utilize English is a flat out need.

English for International Tourism is a language course intended to cook for students reading for professional capabilities in the movement exchange and for working experts undertaking in-administration language preparing. The course manages the language of the travel industry from an insider's word related point of view as opposed to of the individual explorer. Be that as it may, neither instructor nor understudy needs direct information on the business since, it isn't specialized or over-had practical experience in nature.

The Student's Book contains twelve fundamental units and three combined areas. Every unit contains an assortment of language undertakings created around subjects identified with the movement business and arrangement of lodging settlement. Every unit contains at least one listening errands, a language center segment followed by training, jargon advancement, articulation practice and a talking segment which is intended to bring language recently concentrated into utilization. Perusing and composing aptitudes likewise highlight conspicuously as do the expert practice boxes which give language and abilities that are fundamental when performing business related undertakings.

The ability-based prospectus guarantees that understudies are given broad open work on extending from client assistance experiences, for example, employing a vehicle or keeping an eye on a lodging front counter to getting ready and giving introductions or managing business mail.

To this end, a wide assortment of industry-explicit settings have been decided to speak to the decent variety of the movement business today and to mirror the worldwide idea of the travel industry. The listening exercises are intended to familiarize understudies to an assortment of local and non-local speakers utilizing English as a global language.

Language center expects to instruct punctuation utilizing a useful methodology where the objective is to enable the student to get mindful of the manner by which syntactic

decisions pass on importance. The punctuation and jargon segments emerge out of the open needs of the travel industry experts and feed into ensuing exercises. For instance pair work assignments are expressly intended to give further settings of utilization for the language recently presented.

Bona fide Materials assist learners with adapting to genuine English. Along these lines, a large number of the pages use removes from Dorling Kindersley's Eyewitness Travel Guides which are outwardly alluring and give key, forward-thinking data on significant travel goals. Numerous segments additionally utilize the web as the web has become such a significant apparatus in advancing and selling the travel industry.

A different Workbook is accessible for additional training as schoolwork or on a self-study premise. It follows a similar unit by unit design and gives further work on perusing, language structure, capacities, jargon, articulation and composing.

The Teacher's Resource Book gives bit by bit notes on utilizing the material, thoughts for additional exercises, guidance on adapting to blended capacity classes, foundation data on the travel industry points and goals just as a bank of extra photocopiable materials.

## **2.2 Basic English for International Tourism**

With a couple of English travel expressions and some cutting edge the travel industry jargon, you can travel or work anyplace on the planet, from traveling to the core of a woods to putting in a couple of days meandering in a culture-rich city.

Before, voyagers frequently showed up at quaint little inn when they required lodging. Most voyagers currently book, either through a movement organization or on the web. Some even utilize a portable application to ensure they have a lodging hanging tight for their goal. This is only one case of how the travel industry has changed. How do you like to travel ? Do

you like to investigate antiquated urban communities or unwind on a tropical sea shore? There are numerous approaches to travel and experience the world. Perhaps there are alternatives to spend your excursion of which you are not even mindful. This post will talk about the most recent patterns and its ideas in the present worldwide the travel industry, and we plan to move you to learn English for movement with the goal that you can step out of your usual range of familiarity and have a ton of fun experiences. Of course, to utilize these terms you will likewise require information on some fundamental English, a definitive language-learning tool. takes certifiable recordings—like music recordings, film trailers, news and moving talks—and transforms them into customized language learning lessons. Every video accompanies captions that give you word definitions without leaving the page, just as adjustable tests, cheat sheets, jargon records and that’s only the tip of the iceberg. Go through this device to brush on your English aptitudes before you go voyaging or before that extremely significant meeting.

Learning English jargon can be fun and simple on the off chance that it is attached to a reason. Regardless of whether you need a vocation in the worldwide the travel industry or you appreciate voyaging, you will discover these ideas valuable. Utilize this rundown to increment your English skill as well as your insight into this energizing industry.

At long last this examination is for English language students who need to procure explicit jargon from their field of work. And it is organized around profoundly requested zones of their work exercises, for example, client support, the travel industry division and accommodation. The substance zones are sorted out from the fundamental establishment of the English language to progressively complex structures of English. As the part advances, understudies reuse and expand their insight by concentrating on tuning in and talking abilities so students can procure the objective language.

### 3. English for Tourism Purposes

Robinson (1989) considered ESP as a type of English language teaching ELT, from which ESP appeared English for academic purposes and English for occupational purposes. These two latter have different sub-branches such as English for business purposes.

English for business purposes as the branch that is related to economy, commerce and tourism. In fact, English is the main aspect in the tourism sector because it provides the perfect service to foreigners due to the lack of the local language. Moreover, tourism employees have to master English language as a lingua franca and to make their tourists more enjoyable (Pupo Ferras, Faedo- Borges, & Ortigoza Garcell, 2012). Furthermore, tourism professionals are required to be good at communication abilities, language fluency and accuracy (Zahedpisheh & Abu Bakar, 2017).

Indeed, tourism is the best sector to invest in a perfect economy in Algeria for that reason tourism professionals need to improve English language that is related to tourism (English for tourism) because it is the only solution that enables them to know the sensation of foreign tourists. In other words, tourism workers ought to be prepared to meet all kinds of tourists. For that reason, communication is the main point and the most sensitive than in other branches. (Blažević & Blažević 2007)

In relation, English for tourism and hospitality has been considered under English for specific purposes (ESP), and is an essential and dynamic subject area of specialization in the field of English language teaching and learning. Teaching this kind of ESP required a particular linguistic skill and different vocabulary as well as different types of discourse according to their situations. In other words, teaching English for tourism is different for other fields of ESP in terms of pedagogy, material and linguistic features.

### 3.1 The Importance of ETP

English is an international language used in the world, due to the force of British and USA in the first and second world wars. Recently it has great importance in Algeria; all citizens from young to old people started learning this incredible language because everything became in English especially technology such as the use of the internet that was invented in the USA. Yet, English is a means of communication that can promote a lot of services in a country such as tourism. In fact, this domain needs an aspect more than the knowledge and the history of a particular country which is the language to communicate with and to attract foreigners in order to exchange cultures mainly the one that is related to cultural discourse and other things that may convince the tourist by a simple sentence and make him or her feel comfortable.

Tourism employees work in different places for instance hotels, tourism agencies for that reason teaching them require specific materials, environment and syllabus to improve their speaking competencies and other skills. In other words, English for Tourism Purposes (ETP) teachers focus on specific linguistic skills to improve language fluency and accuracy. This language is taught as a second foreign language in-state schools and private institutions in Algeria; for the case of tourism in a professional institution, English teaching strategies are based on speaking skills but in some Algerian schools focus on writing only. In reality, English for tourism requires speaking and listening first than the other two skills (writing, reading) or they should be balanced in timing because tourism needs the language that is a powerful tool of communication which influences others' thinking.

As mentioned earlier, English has been internationally used and adopted due to the new world requirements in terms of computing, medicine, tourism, and hospitality. It is commonly known as a piece of gold in the world, so professional areas need to master this

language. because it acts as an instrument of communication in the global community. For that reason, the British council reported that "half of the world's population will be learning English by 2015", and "two billion people are expected to start learning English within the decades and three billion will speak it." (Jessner, 2013, p.2). Moreover, the minister of Algerian higher education Tayeb Bouzid confirmed to Algerian community that English is very important, he said "the French language does not get us anywhere". (The Arab Weekly, 2018)

In the domain of tourism, English language has an important role in the interactions between people all over the world. The tourism industry employees need to learn or develop the English language as well as students have to participate in this development. Mastering the performance of discourse is a key to the tourist satisfaction, being perfect in oral and written skills are the excellent skills important to tourism workers in any level of working. In addition, having the ability to communicate in English fluently during the study or the work will add value and opportunity to students' education and an employee's job, which help them to understand everything related to tourist desires and needs.

In fact, all tourism workplaces have the same purpose, it is important to have a special language and discourse for different situations such as being a tour guide or giving to the tourist brochures which contain specific texts in order to satisfy tourist expectations. thus, discourse is a group of words or sentences that are in common with other people used in order to understand each other as Steel (2002) defines discourse as "the meaningful combinations of language units which serve various purposes and perform various acts in various contexts" (cited in Saifuddin 2010, p. 27).

As tourists find the target discourse and culture difficult to understand, they have a necessity for a common language to speak with ordinary people. So, tourism workers should

use an understandable language that is English language but more specifically English for tourism. Generally, tourism in Algeria is developing, but very slowly even this country has a great cultural, natural and historical wealth.

#### **4. Tourism in Algeria**

Algeria is a competitive destination because of its different natural and cultural assets. Corresponding to its resources, Algerian tourism can contribute effectively to economic and social development. There are various reasons that move a tourist from one destination to another due to pleasure, business, discovery and many other reasons.

Tourism is an activity that has an essential role in the international and national markets because it contributes to the social and economic wealth at the time of Greeks and Romans till nowadays. Since it has great importance many scholars have given a clear vision about tourism, The Austrian economist Hermann Von Schullard (1910) defined it as "sum total of operators, mainly of an economic nature, which directly relates to the entry, stay and movement of foreigners inside and outside a certain country, city or a region." (cited in Gupta, 2015)

Thus, The United Nations World Tourism Organization (UNWTO) from 2005 to 2007 has defined the term for tourism, as:

A social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which imply tourism expenditure. (UNWTO, 2018)

As stated by the UNWTO, tourism people travel to other places for different factors leisure, the natural beauty of that place, discovering, working, cultural exchange and many other goals

Algeria has been a member of the World Tourism Organization since 1976 because of its place in Africa continent as well as it is the largest country in Africa, it has been universal due to its Sahara. This latter is the center of attraction because of its cultural heritage that differs from one place to another such as Ghardaïa, Hoggar, Tassili. These places and others make Algeria an interesting country among other African countries due to different reasons that are related to climate and economy as well as politics; all this reason and its contribution to the international market may promote tourism.

Algeria now has many relations with foreign countries whose first foreign language is English, such as Turkish and China. It is necessary for Algerian learners and employees in the tourism field to have a perfect performance of English in terms of oral and written. These two basic aspects, if used with performance the tourist worker will effectively satisfy the foreigners (customers and tourists); as well as everything will be understandable and transparent, foreign visitors will discover the local country well due to the best tourism service.

## **Conclusion**

This chapter has reviewed English in tourism, international tourism and for tourism purposes. Throughout the chapter, the reader will gain ideas and information on the importance of tourism for economy, and the importance of learning and teaching tourism through English language. The chapter also included a brief overview on tourism in Algeria.

## **CHAPTER TWO**

### **METHODOLOGY & DATA ANALYSIS**

## **Introduction**

This study aims at investigating how ETP is taught at Higher School of Hotel and Catering, Oran. It targets students and how they make best use of English language and how it could be helpful in their professional life. In attempt to test our hypothesis, this chapter is designed to provide an overview of the quantitative and qualitative method use and how it is the most adequate approach to answer my research questions. In addition, details of the research methods and procedures are provided including, the description of the population, and the questionnaire.

### **2.1 The Higher School of Hotel and Catering**

English as an international language has recently been taught to Algerian students in universities and centers of formation. The Ministry of Professional Training and Education offers the teachings of English in some domains like business, marketing, oil industry and tourism. Tourism-specialized schools started in Algiers then Oran. The Higher School of Hotel and Catering in Canastel, Oran started in the last few years teaching students in branches of touristic, hotel and catering services. Such a school requires and enhances the use of the English language in some of its courses. To gain a diploma in the sub-branches of tourism takes two years in the Higher School of Hotel and Catering in Oran. The first language of teaching is French and the second language of teaching is English for some courses related to ETP courses.

### **2.2. Description of the population**

We conduct the study of the research at a private institution in Oran. The target population for this study includes students of tourism. The students are from different groups and years, the number of students was thirty students including males and females.

### 2.3. Research Tool

In order to gather data on the study, we used the questionnaire as tool of research, the questionnaire is considered as a relatively popular means of collecting data that can be analysed quantitatively and qualitatively and also it is one of the most popular research tools in applied Linguistics for it is easy to construct, collect and treat a large amount of data.

The questionnaire is employed as a research instrument to collect the necessary information of this research, in which the students have adequate time to give well thought out answers and large samples can be made use of and thus the results can be made more dependable and reliable. The questionnaire is formulated through the use of close ended questions and open-ended questions which aim at providing answers to the research questions. For more details. It also allows us to collect data that can be analysed quantitatively and qualitatively.

Close-ended questions usually the type ‘yes’ or ‘no’ or multiple-choice questions are used for the possible responses are known and a range of responses are chosen by the student. Open ended questions, on the other hand, enable the respondents to write a free response in their own terms

#### 2.3.1 The Analysis of the Questionnaire

Section one : Background information : Gender and age

| <b>Options</b> | <b>Students</b> | <b>Percentage</b> |
|----------------|-----------------|-------------------|
| Male           | 13              | 43.33%            |
| Female         | 17              | 56.66%            |
| Total          | 30              | 100%              |

**Table 1: Gender of participants (students)**

The participants are seventeen females and thirteen male students at Higher School of Hotel and Catering, Oran. And the table below show that nineteen students are 19 to 22 years; ten of them is 23 to 25 years old; and only one student over 25 years.

| Options         | Students |
|-----------------|----------|
| 19-22 Years old | 19       |
| 23-25 Years old | 10       |
| >25 Years old   | 1        |

**Table 2 :Age of participants (students)**

Section Two: English in General

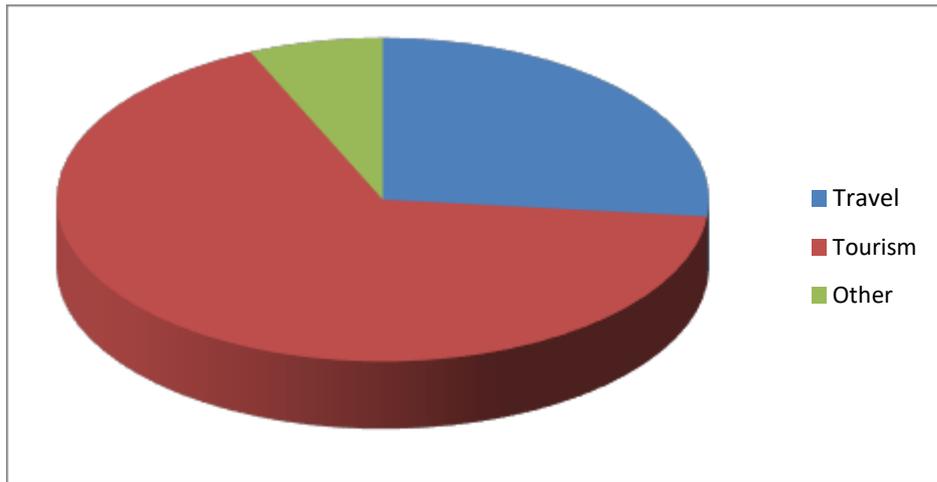
3. How many years have you been studying English? Circle the answer

| Options           | Students | Percentage |
|-------------------|----------|------------|
| 7 Years           | 2        | 6.66%      |
| 9 Years           | 25       | 83.33%     |
| More than 9 years | 3        | 10%        |

**Table 3 :How many years have you been studying English**

The majority of the Students (83.33%) have been studying English for 9 years, means that, whereas (10%) have been studying English for more than 9 years. And (6.66%) have been studying English for just 7 years.

4. Which is your area of specialisation?



**Figure 1: Students area of specialization**

The figure above illustrates the students' area of specialisation ,8 students are specialized in Travel, 20 students are studying speciality of tourism which means the majority of students and just 2 students are specialized in others options.

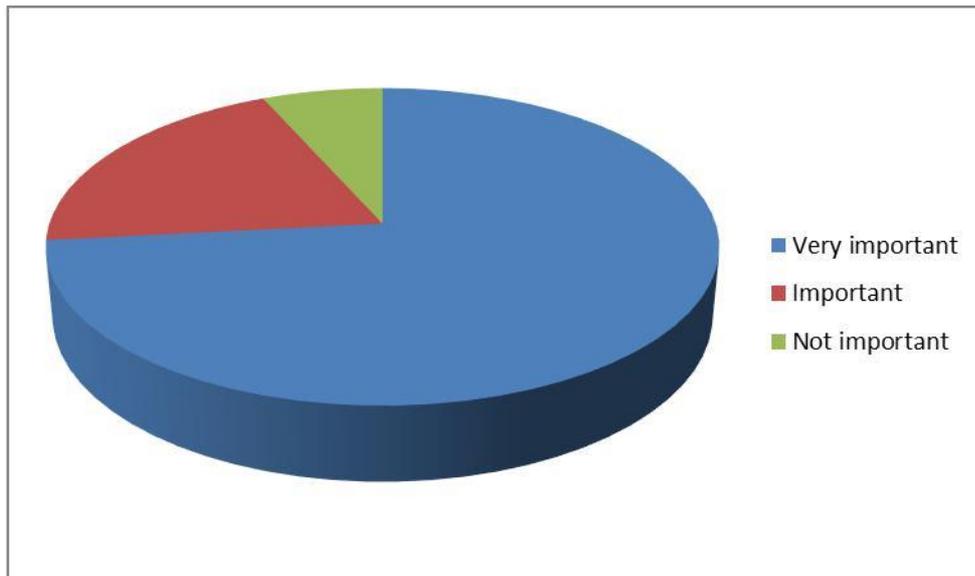
5.. Do you have another professional activity in addition to studying?

| Options | Students |
|---------|----------|
| Yes     | 03       |
| No      | 27       |

**Table 4: Professional activity in addition to studying**

Almost all students replied that they have professional activities while studying. Knowing more about such activities means that learners are interested in tourism courses.

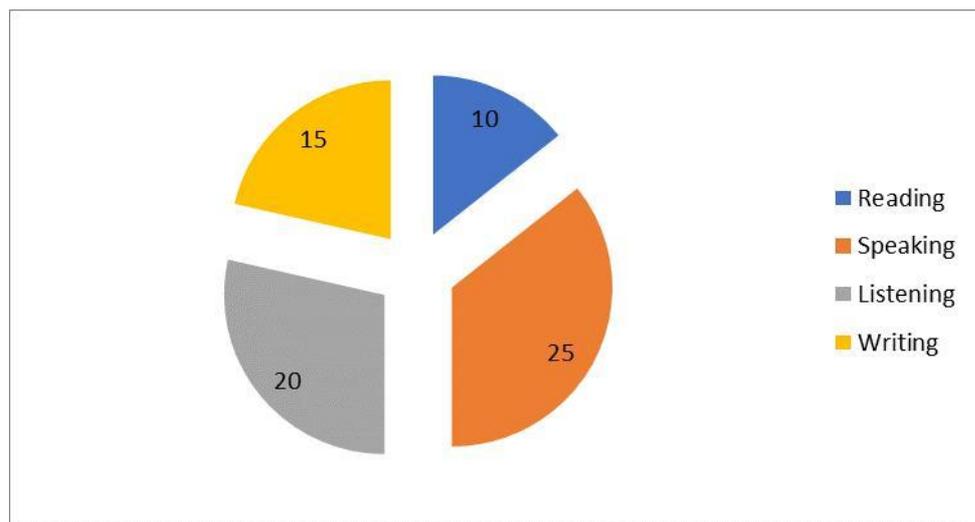
6. How important is it for you to have a good level of English proficiency in your study (Tourism) or future occupation in field of tourism?



**Figure 2: Importance of having good level of English proficiency**

The most of students (22 students) answered that having a good level of of English proficiency in field of Tourism is very important. Whereas, 6 students think it is just important, also we notice that only 2 students find that having a good level of of English proficiency in field of Tourism is not important.

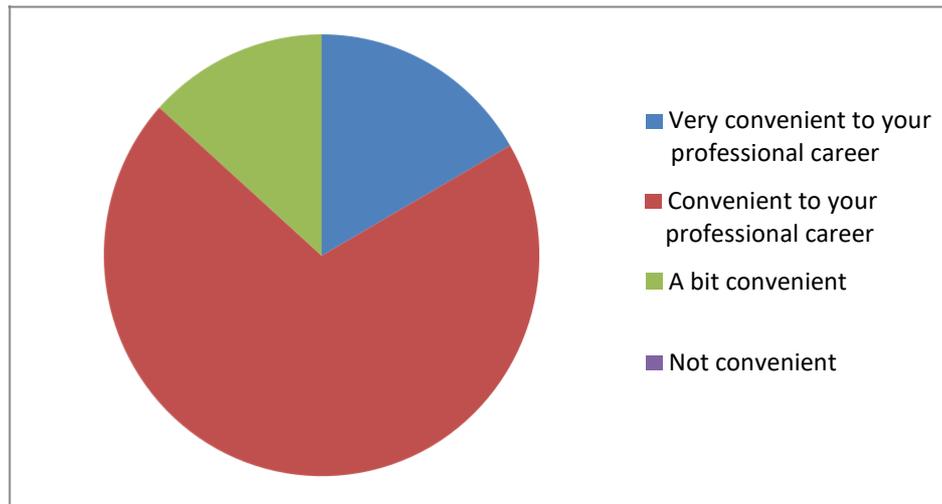
### 7.What English skills do you need to develop?



**Figure 3: the most needed skills**

The figure above shows us the skill the most needed by students of tourism, some students more than one option which means they need to improve more than one skill. The majority of students (25 students) have chosen speaking skill whereas 20 students chose reading skill, the writing skill was chosen by 15 students, and the last skill which is reading is chosen by just 10 students.

8. Do you think the English course content is?



**Figure 4: The English course content**

The figure shows the majority of students consider the English course content as convenient to their professional career. Some other students considered it very convenient and others less convenient.

9. Are you satisfied with the English courses in your institution?

| Options | Students | Percentage |
|---------|----------|------------|
| Yes     | 28       | 93.33%     |
| No      | 2        | 6.66%      |

**Table 5: Satisfaction of student with English course**

The table shows the students' attitudes toward the English courses presented in their institution. Among the participants 6.66% answer no and 93.33% respond positively. It is

clear from the analysis that those who respond positively are satisfied since they feel they are low competent. Many students seem to be dissatisfied with the English courses in their institutions.

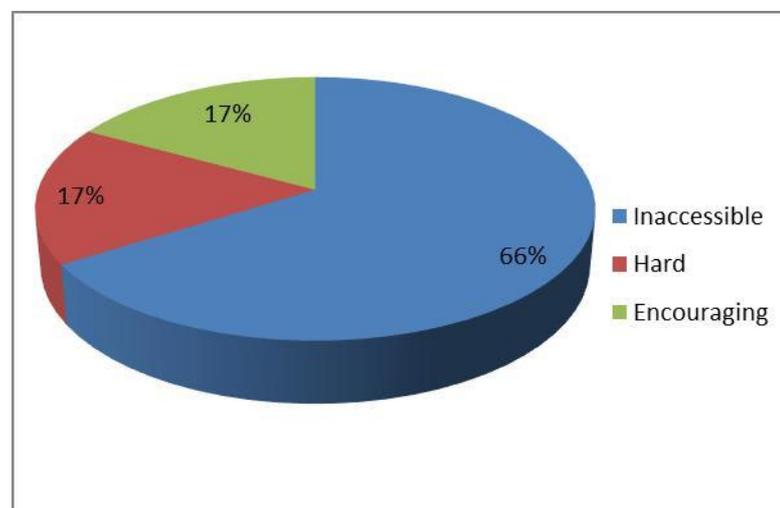
10. Do you have any difficulties in understanding tourism discourse in English?

| Options | Students |
|---------|----------|
| Yes     | 23       |
| No      | 07       |

**Table 6: Students who have difficulties in understanding tourism discourse**

The majority of students (23 students) have difficulties to understand tourism discourses in English and they have suggested more practice in the classroom to be able to write and understand tourism terms in English. where the rest of students (07 students) do not have any difficulties to understand tourism discourses.

11. How do you find your teacher methodology in the classroom?



**Figure 5: The2 teacher methodology in the classroom**

The figure above shows un that, students are not totally satisfied about methodology of their teacher in the classroom. So, we noticed that 66% students think the teacher methodology inaccessible. 17% of them think that it is hard as they present a lack in terms of

vocabulary and cannot understand. And, 17% think that the methodology used is well chosen and encouraging perhaps because they master English language more than the others.

12. Is the time allocated to the English course enough to use English effectively?

| Options | Students | Percentage |
|---------|----------|------------|
| Yes     | 8        | 26%        |
| No      | 22       | 74%        |

**Table 7: Sufficiency of the English course duration**

Table 7 indicates that 26% of the respondents answered yes while 74% answered no. One can conclude that the durations of the courses are not enough for Tourism students at the institution. This fact is not encouraging since to learn a language involves much time. Thus, the time allocated to English courses is not satisfying.

### **Conclusion**

When talking about student perception of English for tourism, it is necessary to mention that the major findings from the questionnaire indicated that the absolute majority of students were not satisfied with their overall English competence. The following chapter will present the major findings, discussions and limitations.

## **CHAPTER THREE**

### **FINDINGS & SUGGESTIONS**

## **Introduction**

The present research work attempts to explore how English for Tourism Purposes is taught at the Higher School of Hotel and Catering, Oran. As the previous chapter included the analysis of data collected from the student's questionnaire, the researcher depended on one research instrument which is a questionnaire designed for thirty students. In this part of the study, the answers of participants are discussed as results of the study. The chapter also includes some recommendations and some of the students' comments.

### **3.1-Findings and Discussions**

The results of the present study serve as a main guide for evaluating and redesigning the current courses presented to Tourism students during the previous years, and to suggest our own syllabus based on the needs of the students. The concept of a language syllabus has been fundamental in the development of language teaching practices according to Richards (2001). Hutchinson and Waters (1987:80) claim that a syllabus is a document which says what will be learnt. Considering the students' learning needs identified by teachers and students on the perceptions in terms of the importance of the four skills, the important language teaching methodologies based on the concept of authenticity defined elsewhere in this research work, the following suggestions should be taken into consideration:

- The reading and writing activities should be based on tasks that can be performed by the students.
- Authentic tasks should emphasize on developing students' accuracy and fluency in English.
- The students should be involved in research (projects 'presentation and homework) and interactive tasks.

The findings are very important for teaching English to Tourism students. It is important to take into consideration the level of proficiency in English of Tourism students before designing the syllabus. This latter helps to determine the study needs of the students. The selection of the language materials should be relevant to their future work (Agency agent and tourism guide).

The use of materials in classroom will motivate the students them to learn English effectively. The results showed that language materials should be in line with the discourse of Tourism, and should have content suitable to their level and their target situations of English use.

Regarding the Tourism students' English language necessities in general; students have to know that there are many skills in order to function effectively in the target situation. This was evident from the results discussed earlier which present the frequency of English language skill use and the importance of these skills, we have deduced that English plays a significant role in the Tourism context.

In terms of lacks in the English language, the study showed that the students do not have an adequate level of English ability. We rated their level to be weak in the most important skills. In general, their perceived level of performance was not satisfactory.

‘ The effectiveness of a language program will be dictated as much by the attitudes and expectations of the students as by the specifications of the official curriculum.

This study revealed that the English language courses are highly dissatisfying. Basically, the learners know exactly what they need English for and they know what the English for Tourism course should offer to them.

We have noticed that the students' responses show that the English language course does not meet their language needs, and the time allocated to the course is not enough to enable

them to use English efficiently even if the respondents wanted to learn in a very short period of time. It is necessary to design a new program to meet the students' expectations. It is very important to take the perceived needs into consideration and should base the design of a program of teaching English on the four skills with emphasis on speaking and writing, in addition, the syllabus should match the subject-matter of the students, and the difficulties, needs, motivation should be given much attention.

To sum up, through our study, we noticed that the English courses at the department of Tourism are not motivating for the students; they could not answer even to the questionnaire without our help. It is quite evident that they have not learned English effectively during the previous seven years (middle and high school). They are facing difficulties at the level of grammar since they were unable to produce correct grammatical sentences, and they were unable to write summaries in English or to produce any piece of discourse. And they have a big problem of uttering sentences and words in English except few words of Tourism such as data, booking, travel, flights and hotels.

### **3.2-Limitations of the Study<sup>9</sup>**

The present study is limited as it examined the English for Tourism courses only within a technology institution setting; the population was limited to a small number of students (30). The health situation caused by the Corona virus prevented me from collecting information and data and also from doing interviews with the teachers of English of the institute.

Therefore, the results cannot be generalized to the majority of populations in other cultures or educational contexts. Further, the items of the questionnaires and the class observation process were restricted to the purposes of the present study only. They did not cover all aspects of ESP situations.

**3.3-Suggestions for Further Studies:**

- Involving participants of different contexts.
- Examining the factors shaping the effectiveness of English for tourism and proposing possible solutions to problems.
- Investigating the impact of collaborative teaching in different learning contexts.

**3.4 Student's posts and comments:**

- The effects on host communities of direct and indirect relations with tourists, and of interaction with the tourism industry.
- Tourism can be a catalyst for strengthening a local community.
- The jobs created by tourism can also be a great boost for the local community. Aside from the economic impacts created by enhanced employment prospects, people with jobs are happier and more social than those without a disposable income.
- The tourism industry requires many facilities/ infrastructure to meet the needs of the tourist. This often means that many developments in an area as a result of tourism will be available for use by the locals also.
- Local people often gained new roads, new sewage systems, new playgrounds, bus services etc as a result of tourism. This can provide a great boost to their quality of life and is a great example of a positive social impact of tourism

**Conclusion**

The necessities investigation in this section gives different important data about the students' viewpoints of their English course; their sentiments and capacities in the four principle language aptitudes, their learning propensities, notwithstanding their desires for the course's upgrades and improvements.

This study helps in determining the new possibilities regarding what and how to teach, as well as the materials to be used and adapted according to the learners' needs requirements, and the use of English for their future careers.

## General Conclusion

This research work is a survey that deals with the analysis of the process of English teaching and learning at the Higher School of Hotel and Catering, Oran. However, it is basically concerned with the learners' needs of the English language. The study aims to reject or confirm the hypothesis that are: good competences of English language represent the basis for helping the students enhancing their level in the international tourism field. The second one is that ESP Teachers may use some features that can help them during delivering their tourism teaching sessions. The final hypothesis is that the English language is considered a really important asset for students in their international tourism learning process.

The dissertation consisted of three chapters, the first chapter was dealing with the published literature, an overview of the different definitions of ESP in general and International Tourism English in particular is given. Through these definitions, one can recognize the significance of students' needs in an English for International Tourism course plan. As a matter of fact, a decent examination of these requirements decides the achievement or disappointment of the educating/learning measure. The second chapter was concerned with the methodology and the data collection, it gave a description of population and of the tools that are used for collecting information and results of the questionnaire given to the students. Then the third and last chapter the last chapter dealt with findings and discussions. As well, Limitations of the study, suggestions for further study, student's posts and comments.

The results show that students need to consider their needs regarding the manners in which they want to contemplate English language. At that point, the institution should devote more time for English ne module in order to develop their students in terms of professionalism in the English language.

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## Appendix Students' Questionnaire

*Dear student at the Higher School of Hotel and Catering, Oran,*

You are kindly requested to answer this questionnaire for the completion of a Master dissertation on teaching English for Tourism Purposes.

1. Gender:

Male  Female

1. Age :

3. How many years have you been studying English? Circle the answer

A-7 Years    B-9 Years    C- More than 9 years

4. Which is your area of specialisation?

A-Travel                  B- Tourism                  C-Other

5. Do you have another professional activity in addition to studying?

YES      NO

If yes, what is it?

6. How important is it for you to have a good level of English proficiency in your study (Tourism) or future occupation in field of tourism?

Very Important       Important       Not Important

7. What English skills do you need to develop? Mark the right box

| Options   | Not at all | Little | Some | Very much |
|-----------|------------|--------|------|-----------|
| Listening |            |        |      |           |
| Reading   |            |        |      |           |
| Speaking  |            |        |      |           |
| Writing   |            |        |      |           |

8. Do you think the English course content is?

- a- Very convenient to your professional career
- b- Convenient to your professional career
- c- A bit convenient
- d- Not convenient

9. Are you satisfied with the English courses in your institution?

Yes                       No

10. Do you have any difficulties in understanding tourism discourse in English?

Yes                       No

11. How do you find the methodology used by your teacher in the classroom?

- a. Inaccessible                      b. Hard                      c. Encouraging

12. Is the time allocated to the English course enough to use English effectively?

Yes                       No

13. In order to improve your English for Tourism, what do you think is effective. Write down your answer in one or two sentences:

.....  
 .....

*Thank you for your cooperation.*